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ABSTRACT

This document provides a description and discussion guide for each of the filmstrips developed to accompany the Career Decision-Making (CDM) program developed by the Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) The following filmstrips and cassettes are listed: "Career Goals"; "Creating a Career"; "Decision-Making"; "Sequences in Self-Exploration"; "Self-Exploration: Who Will I Be?"; "Introduction to the Career Information System"; "Using the Career Information System"; "Examining Your Interests"; "Work Activities"; "Work Situations"; "Credentials and Competencies: Get Ready, Get Set, Go!"; "What Are Aptitudes?"; "Learning about Your Aptitudes"; "Working Conditions and Physical Demands"; "Work Experiences"; "Economic Influences"; "Social Influences"; "Sounds of Work" (cassette only); and "What Is My Occupation?" (cassette only). (Also available in ERIC are the CDM curriculum materials, CE 019 231-232, and the Career Information System materials, CE 019 233-240.) (BM)

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CAREER GUIDANCE FILMSTRIP GUIDE

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AEL
career
decision-making
program

CE 019 341

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FIRST EDITION

Lithographed in U.S.A.

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INTRODUCTION

The **Career Guidance Filmstrip Guide** is designed to help teachers integrate career guidance concepts into any school subject. These filmstrips and cassettes are designed for the **Career Decision-Making and Career Information System Program**[1] developed by Appalachia Educational Laboratory, Inc. However, teachers can select high interest topics related to student needs and integrate these topics in the format of any school subject through the use of these filmstrips and cassettes.

The concepts presented by the filmstrips and cassettes are based on the idea that career guidance must be concerned with the whole person in the context of society and not solely with occupational choice. The filmstrips and discussions are planned to help students meet the following objectives:

1. Identify needs, values, and life goals. Recognize that goals can be met through career activities.
2. Use self-exploration and occupational exploration in shaping careers.
3. Develop decision-making abilities.
4. Relate their interests, abilities, and values to the world of work.
5. Identify social and economic influences affecting career decisions.

Each filmstrip, cassette, and discussion make up a self-contained activity. These activities can be used independently and not necessarily in the order the filmstrip and cassette titles are listed.

Teachers with similar instructional objectives can therefore incorporate the activities in their curriculum to highlight and reinforce students' skill development in **self-exploration, decision-making, and career exploration.**

[1]Published by McKnight Publishing Company Bloomington, Illinois.

HOW TO USE THE FILMSTRIP ACTIVITIES IN YOUR CAREER GUIDANCE CLASS

1. Read through the listing of filmstrip and cassette titles. The brief description following each title will help you select the filmstrip(s) you need to meet your instructional objective.
2. Turn to the indicated corresponding page in the Career Guidance Filmstrip Guide to find the filmstrip's discussion guide.
3. The filmstrip's major purposes are stated at the beginning of the discussion guide to help you introduce the filmstrip to the class. You may do so through a lecture, discussion, demonstration, or as you see fit in order to have a smooth transition from your regular career guidance program.
4. The "Suggested Activity Time" is an approximation to help you schedule the activity within your own class planning.
5. The discussion questions are open-ended. The comments following each question contain cues and suggestions to help you guide the discussion. Encourage students to express themselves and to maintain an atmosphere of respect for the feelings and opinions of others. There are no right or wrong answers.
6. You will need the following materials and equipment for each activity unless otherwise specified at the beginning of the discussion guide:
   - Filmstrip projector/screen
   - Cassette tape player
   - The filmstrip and cassette you selected for the activity.

FILMSTRIP AND CASSETTE TITLES AND DESCRIPTIONS

Page

(The Item number can be used when ordering filmstrips and cassettes.)

Career Goals 8

(Item No. 2713—86 frames)

Although people have the same basic survival needs, they have different goals. Individuals also differ in the way they meet their needs and goals. Lifetime work is introduced as a means to meet goals.

Creating a Career 10

(Item No. 2712—75 frames)

Career is defined as all work activities used as a means of meeting goals — not just paid jobs. The role and importance of decisions in shaping a career are introduced.

Decision-Making, Part I 12

(Item No. 2714—73 frames)

The filmstrip depicts the different methods people use to make decisions.

Decision-Making, Part II **14**
(Item No. 2715—71 frames)

The filmstrip introduces a five-step decision-making strategy and its uses.

Sequences in Self-Exploration **16**
(Item No. 2727—75 frames)

Students' reactions to the feelings, values, and attitudes presented in the filmstrip help them gain an insight about themselves. The strip is first shown without narrative so students' imagination is not influenced by it. The strip is viewed again with narrative so students can compare what they interpreted to the narrative.

Self-Exploration: Who Will I Be? **18**
(Item No. 2716—86 frames)

Masked figures represent the values of Truth, Beauty, Justice, and Love. The relationships between a person's values, work values, and future career are introduced.

Introduction to the Career Information System[2] **20**
(Item No. 2728—82 frames)

The filmstrip introduces the **Career Information System** which links self information (interests, values, abilities, goals) to occupational information.

Using the Career Information System **22**
(Item No. 2729—89 frames)

The filmstrip gives specific directions for using the **Career Information System**. It follows a couple of students as they investigate and explore occupations using the system's interest/aptitude checklists and the **Worker Trait Group Guide.**

Examining Your Interests **24**
(Item No. 2717—76 frames)

The filmstrip depicts the different ways people can examine their interests and relate them to occupational alternatives.

Work Activities **27**
(Item No. 2718—94 frames)

The filmstrip outlines the ten types of Work Activities and illustrates them with diversified occupations.

Work Situations **28**
(Item No. 2720—75 frames)

The adaptive skills workers need to have in order to face varying work situations are introduced and demonstrated in various occupations.

[2]The *Career Information System* is developed by Appalachia Educational Laboratory, Inc. and published by McKnight Publishing Company, Bloomington, Illinois, 61701.

Credentials and Competencies: Get Ready, Get Set, Go! ... **29**
(Item No. 2721—73 frames)

The filmstrip depicts the many ways in which people use credentials, including getting a job. Competencies are presented as job keeping skills. How to develop these skills is outlined.

What Are Aptitudes? ... **30**
(Item No. 2722—76 frames)

Aptitude is defined as the facility with which a person can learn new knowledge and skills. The filmstrip depicts how people can identify their aptitudes and use this knowledge in career decision-making.

Learning About Your Aptitudes ... **32**
(Item No. 2723—78 frames)

The filmstrip introduces the areas of aptitudes as defined in the **Dictionary of Occupational Titles**[3]. How students can examine their aptitudes in these areas and relate them to career choices is outlined.

Working Conditions and Physical Demands ... **34**
(Item No. 2719—75 frames)

The filmstrip depicts the varying work environments and physical demands upon workers through representative occupations.

Work Experiences ... **36**
(Item No. 2724—75 frames)

Students in the filmstrip discuss their plans for summer activities. The interests and values reflected in the choices of activities are identified and related to career planning.

Economic Influences ... **38**
(Item No. 2725—75 frames)

The cost of living, earnings of individuals and families, taxes, strikes, recessions, and inflations are shown to be influences on each person's lifestyle and career.

Social Influences ... **40**
(Item No. 2726—74 frames)

The filmstrip depicts how family, peer groups, sex, ethnic background, and handicaps influence career decisions.

[3]The *Dictionary of Occupational Titles*, Volumes I and II, is published by the U.S. Department of Labor.

CASSETTE TITLES AND DESCRIPTIONS

(Item No. 5820)

Sounds of Work (Side I) **41**

Students are introduced to the sounds workers are exposed in fifteen different occupations. In this activity, students are to associate the sounds with the occupations.

What Is My Occupation? (Side II) **43**

Students listen to clues given by workers about their occupations. In this activity, students are to name the various occupations presented.

CAREER GOALS

Suggested Activity Time
25-30 minutes

MAJOR PURPOSES

Students should develop an understanding of (a) goals as anything a person wants to do, to be, or to have, (b) career goals as goals met through work, not simply occupational choices, and (c) the need to clarify their goals before they can decide through what career activities their goals are to be met.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions and comments to guide the discussion.

What does the term "goal" mean to you?
COMMENT: A goal is anything you need or want.

What kinds of goals are described in the filmstrip?
COMMENT: In the filmstrip, goals are described in three pairings.
(1) Long-term — short-term
(2) Important — not-so-important
(3) For self — for others

Do you want the same things members of your family do? that your friends do? Why, or why not?
COMMENT: Everyone wants different combinations of things.

Are your needs different from the needs of others?
COMMENT: Basic survival needs — **food, shelter, health, love** — are essentially the same for all people.

Why do people want different things?
COMMENT: People are different.

Do you want the same things now that you wanted a year ago?
COMMENT: Most people's goals change; younger people usually change their goals frequently.

Why do people's goals change?
COMMENT: People change as a result of growth (maturation) and experience.

Have you ever been in conflict with others because your goals were different from theirs? What did you do about the conflict?
COMMENT: Most people find themselves in conflict with others. As students give examples, try to bring out the ways in which they can resolve such conflicts.

Do you feel you have control over getting what you want? Why, or why not?

COMMENT: Ask for examples which show positive action and control.

What have you done to meet your goals?

COMMENT: Responses here are related to the previous question.

In the filmstrip, work was defined as the performance of activities designed to effect some change, even in a small way, in some aspect of society. Is this definition useful to you? Why, or why not? How would you define work?

COMMENT: Students should feel free to accept or reject this definition. Ask students to explain their answers.

Why do people work?

COMMENT: People work to meet goals, either directly (the work itself is satisfying) or indirectly (people work for the opportunity — time or money — to satisfy goals).

What are some examples of work you do?

COMMENT: Examples of work students do might include schoolwork, chores, hobbies, or part-time jobs. A person does not necessarily get paid for work.

What do you hope to gain from the work you do?

COMMENT: It is important that no students be made to feel that the things they want from work are of less or more value than the things others want.

Should there be any legal or moral limits on how people meet their goals?

COMMENT: What should be the view of different groups within society on such means as stealing or using force? Accept a variety of answers, encouraging students to express their thoughts and feelings.

Do you like having goals? Why, or why not?

COMMENT: Encourage students to express their thoughts and feelings. Accept a wide range of answers.

CREATING A CAREER

Suggested Activity Time
20-25 minutes

MAJOR PURPOSES

Students should become aware (a) of the many kinds of activities which can make up a person's career such as education, occupations, home, family, and community services, (b) that the ways people combine activities at various times in their lives form career patterns, and (c) that by examining their different options, students can choose and combine career activities to meet their goals.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions and comments to guide the discussion.

How was "career" defined in the filmstrip?

COMMENT: Career is the part of your life that you spend working. It is a means to your goals. It is broader than occupation and includes all the work activities of your entire life.

Were you surprised by the filmstrip definition? Why, or why not?

COMMENT: Accept a variety of answers. Ask students to explain their answers.

What is not part of a career?

COMMENT: Leisure is not part of a career. However, your career affects your leisure time, and the way you spend your leisure time may affect your career.

How is a person's career shaped?

COMMENT: Your career is determined by the decisions you make within the limitations of the opportunities open to you.

How have your experiences shaped you?

COMMENT: If students have difficulty answering, give the example from the filmstrip — the girl helping the woman who fell — or one from your own life.

Can you think of any decisions you have made that have influenced how you feel about yourself?

COMMENT: Skipping school, starting a new hobby, studying for a test, or disobeying parents are examples.

Who makes the most important decisions about your life?

COMMENT: Students' answers will vary.

Do you ever let other people make decisions for you? Why, or why not?

COMMENT: Doctors, lawyers and family might have special knowledge that you do not have.

Do you think it is a good idea to let others make decisions for you? If so, under what conditions? In the filmstrip, a young woman is told she would be happier as a nurse rather than as a doctor. How do you feel about this advice?

COMMENT: A person's special knowledge may strongly influence your decision. Ask students to discuss whether people can always separate their own prejudices from the advice they give. Refer students to the stereotype presented in the filmstrip sequence: a woman would be happier as a nurse than as a doctor.

If your decision differs from what most people would decide, should you change it? Why, or why not?

COMMENT: You are different from everyone else. Your decisions must relate to you, not "most people."

Suppose you make a decision that meets your goals, but affects other people's lives as well. They are not happy with your decision. Should you change your decision? Why, or why not?

COMMENT: Encourage students to express their reactions to several possible situations.

How can you increase your skills in making decisions?

COMMENT: You can increase your ability to make decisions by gathering valid information both about yourself and the environment. Having information alone does not guarantee a decision that will meet your goals. You must evaluate the information.

DECISION-MAKING, PART I

Suggested Activity Time
25-30 minutes

MAJOR PURPOSES

Students should become aware of (a) the different ways people make decisions and (b) their own decision-making methods.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions and comments to guide the discussion.

Review the different ways of making decisions presented in the filmstrip with the students. The goal of the discussion is not to test the students' memories, but to make them aware of their own decision-making methods.

- **Connie Compliant** does not want to make a decision herself. She lets others decide for her.
- **Fran Flip** leaves her decisions to chance.
- **Dan Delay** puts off making decisions, often until it is too late.
- **Easy Ed** always tries to find the easy way to do something.
- **Penny Planner** has a plan for making decisions.

Have you ever used any of the methods for making decisions that were discussed in the filmstrip? Describe the results.

- **If the results were good, what steps did you use to reach the decision?**
- **If the results were bad, what were the steps you should have taken to reach a better decision?**

COMMENT: If students have used any of the filmstrip's methods, have them identify the methods and describe the results.

Compare the different methods presented in the filmstrip. What are the advantages? What are the disadvantages?

COMMENT: In the discussion, be sure that the following ideas emerge:

- Looking at a number of alternatives increases your chances of making a satisfying decision. Conversely, it reduces the risk of making an unsatisfactory choice.
- As a consequence of making your own decision, you assert your freedom of choice and strengthen confidence in yourself as a decision-maker.

What are some of the decisions you make each day that may have a lasting effect on your lives?

COMMENT: Examples may include choosing a hobby, using drugs, receiving stolen property, and selecting one course instead of another.

Is the process the same whether your decision is a small or an important one? Are you more conscious of making decisions in certain situations? If so, what kinds of situations?

COMMENT: When the outcome is of little importance, we usually make our decisions informally, almost unconsciously. We do not need to go through all the decision-making steps. However, when the decision has important consequences, we are likely to be more careful. This program recommends that a conscious, complete strategy be used in reaching important decisions.

decision-making, part II

Suggested Activity Time
20-25 minutes

MAJOR PURPOSES

Students should develop an understanding of (a) the five steps of a decision-making strategy and (b) the way in which the strategy can be used to make satisfying decisions in different situations.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions and comments to guide the discussion.

In the filmstrip, did George clearly understand the situation at the gate? Why, or why not? Why should you clarify the situation before you take action?

COMMENT: You need to understand a situation before you can find an answer to it. This is an important step in the decision-making strategy. Never go beyond the first step until you have clarified the situation.

Why is it important for Carol, the girl on the ferris wheel, to be herself rather than what someone else wants her to be? What decision would you have made?

COMMENT: Discussion should center on the type of person Carol is. She does not believe in putting on an act to attract her boyfriend. She wants to be liked for herself, not because she is pretty or has a good figure.

How well did Sally, the girl planning to be a doctor, follow the steps of the decision-making strategy? Just what did Sally do in each step? Did she complete the process?

COMMENT: The purpose of this question is not to test the students' memories, but to make sure the class understands that Sally worked her way through the initial steps systematically. She did not complete the process.

What are some other alternatives or choices that Sally could consider?

COMMENT: Sally could consider fields other than medicine; she could also consider other occupations in the medical field.

Why do some people like George refuse to have anything to do with the decision-making strategy?

COMMENT: George's reasons are probably very similar to the ones you will hear from the students who do not want to use the strategy. "It's too much trouble." "It can't be used in all cases." "There is not enough time," etc. This is a good time to let students react to such statements.

Do you feel you can or want to use the decision-making strategy in making your decisions? Why, or why not?

COMMENT: Each student should be given a chance to respond to the question. If there is time left in the session, have the students practice using the decision-making strategy with either hypothetical or real situations. For your convenience, the five steps of the strategy are repeated here:

Step 1: Clarify the situation.
Step 2: Search for alternatives.
Step 3: Identify the criteria.
Step 4: Evaluate the alternatives and decide.
Step 5: Develop a plan of action and follow through.

SEQUENCES IN SELF-EXPLORATION

Suggested Activity Time
50 minutes
- Students will need paper and pencils.

MAJOR PURPOSES

Students should become aware (a) of the need for self-information to clarify goals and make decisions and (b) of the fact that their own reactions to other people's different feelings, values, and attitudes can be a source of self-information.

Filmstrip Presentation Directions

Note: The success of this activity depends upon how well students understand the purpose of viewing the filmstrip **twice**.

1. The first half of the cassette tape does not have any narration (only music) in order to allow students to interpret the filmstrip without being influenced. As you show the filmstrip with the first half of the cassette (no narration), allow the students enough time to record their interpretation on a piece of paper at the end of each of the four filmstrip sequences. Ask the students to record what thoughts, feelings, attitudes, and values they think are presented in each of the four sequences. **Do not rewind the cassette.**
2. In the second half of the cassette, students will hear the narration so that they can compare what they interpreted to what they hear. Rewind the **filmstrip** to show it again, this time with narration and without interruption.

DISCUSSION GUIDE

The discussion should bring about a wide range of reactions and interpretations of the filmstrip. There will be many, and **all are acceptable**. No judgments should be made about the worth of differing responses. The stress should be on the wealth of information which can be obtained by observing others and listening to their responses.

The following questions are provided as a discussion guide. Self-information is often subjective in nature. It can be interpreted in very different ways. This is why there are no teacher's cues and suggestions following each of the questions. You will need to guide the students in establishing an open and accepting attitude towards themselves and others.

Discuss the interpretation of each sequence suggested by the second sound track. How does it differ from your interpretation and those of other students?
How did the voices alter your reaction to the following parts:

- The opening of the filmstrip — the universe, the stars?
- Part one — the storm sequence?
- Part two — the dream sequence?
- Part three — the woods sequence?
- Part four — the clock sequence?

Is there a "right" interpretation?
What do the different reactions of others tell you about them?
What does your reaction tell you about yourself?
Why do people interpret the same information differently?

self-exploration: who will I be?

Suggested Activity Time
20-25 minutes

MAJOR PURPOSES

Students should become aware of (a) their potential and expectations as being as much a part of self as past or present achievements, (b) the possibility of changing their goals as they, themselves, grow and change, and (c) the manner in which their own values relate to their future.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions to guide the discussion. The responses to the questions are likely to be very subjective in nature since they deal with self-exploration and self-information. This is why there are no teacher's cues and suggestions following each question. It is important that students feel free to express their opinions and respect the feelings and opinions of others. There are no right or wrong answers. Ask students to be specific and give examples in their responses.

How do you "make up" for your daily life? What do you do to your physical appearance? Why do you do this? Is it to have your outside self reflect more closely your inside self? Is it to have your outside self represent what you would like to be? Is it to look as you think people want you to look?

Do you "make up" differently for different situations? Are you less "you" at some times than at others?

If you were to choose among the values of Love, Beauty, Truth, or Justice, which one would you choose as the most important? Imagine situations in which you had to choose between two of these life values. Would you always choose the same one? For example, would you always choose Love over Truth, or Justice over Beauty? Would your choice vary with the situations? Why, or why not?

Will your work values such as esteem, security, or independence affect your happiness in a specific work situation? Do you think most work situations center on one work value?

Are there work situations in which it would be almost impossible to hold certain work values? Why, or why not?

Do you ever imagine yourself doing things your practical self knows you probably cannot do?

Do you think the practical thing to do is probably more boring and not as much fun as what you dream of doing? Why? Does it have to be?

If you could, would you take the chance to look into your future and see what you will be doing and what kind of person you will be? Why, or why not?

INTRODUCTION TO THE CAREER INFORMATION SYSTEM

Suggested Activity Time
20-25 minutes

MAJOR PURPOSES

Students should become aware of the need to (a) classify information into different classification systems to facilitate the information's access and (b) use a classification system linking both self and occupational information in order to make satisfying career decisions.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions and comments to guide the discussion.

Why is there a need to classify information?

COMMENT: Any type of information needs to be organized in order to be found and used.

Why is there a need to use different classification systems on the same type of information?

COMMENT: Discuss with the students, for example, the problems a person unfamiliar with the community would have finding a product or a service using only the white pages of the telephone directory.

What classification systems were described in the filmstrip?

COMMENT: Help students review the alphabetical and Dewey systems, as well as the **Dictionary of Occupational Titles'** alphabetical and Worker Trait Group Arrangement systems.

What problems could a person have using occupational information filed alphabetically?

COMMENT: A person must know the occupational title in order to find it in an alphabetical arrangement.

How are the organization of the Career Information System and the organization of the yellow pages of the telephone directory alike?

COMMENT: The organization of the Career Information System helps a student find occupations even if the student does not know the name of the occupation.

All the occupational information in the Career Information System is classified by Worker Trait Groups. How can this system help you relate the occupational information to you — your interests, abilities, and aptitudes?

COMMENT: The Worker Trait Groups are groups of occupations that have similar worker qualifications such as interests, abilities, and aptitudes. Students can use their own interests, abilities, and aptitudes to explore occupations and make satisfying career decisions.

USING THE CAREER INFORMATION SYSTEM

Note: This filmstrip describes how to find information by using the various materials specifically related to the Worker Trait Group organization and filing system developed by Appalachia Educational Laboratory, Inc. In case your school does not file occupational information by Worker Trait Groups, a cross reference between Worker Trait Groups and your school's present filing system can be established. For information on how to set up this modified system, please contact McKnight Publishing Company, Bloomington, Illinois, 61701.

Suggested Activity Time
25-30 minutes

MAJOR PURPOSES

Students should develop an understanding of how to use the Career Information System to (a) investigate a specific occupation and its related alternatives and (b) explore groups of occupations related to their identified interests, abilities, and aptitudes.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions and comments to guide the discussion.

Why are occupations organized by groups?

COMMENT: Occupations are generally organized by groups to show a relationship among occupations. Some grouping arrangements show a relationship as to the products developed or the services provided. The Worker Trait Groups are homogeneous clusters of occupations requiring similar worker characteristics for satisfactory job performance. They are also grouped by the general nature of the work performed. Occupations belonging to the same group provide students with related occupational alternatives.

What groups were used to organize and file the occupational information in your school's system?

COMMENT: You should explain the grouping system used in your school.

How can you use your career information system to locate information about specific occupations?

COMMENT: Any occupational information should have an alphabetical index.

What source of information contains a brief description of each occupation?

COMMENT: **Dictionary of Occupational Titles**, Volume I.

What source of information is used to identify the occupations belonging to each Worker Trait Group?

COMMENT: **Dictionary of Occupational Titles**, Volume II.

How can you identify the Worker Trait Groups related to your interests?

COMMENT: Students can identify the Worker Trait Groups they would be interested in exploring by first obtaining information about themselves. Checklists and inventories can help them find their own interests, aptitudes, and abilities. Students can then relate their own characteristics to the occupations grouped around similar characteristics — Worker Trait Groups.

Why is it important to use more than one source of information about an occupation?

COMMENT: Different sources give different types of information. For example, the **Occupational Outlook Handbook**[4] includes forecast information on employment. Some types of information written for recruitment or other purposes may provide a biased point of view. Students could use the following questions to help them evaluate occupational information:

- Is it too general?
- Is it biased?
- Is it recent?
- Is it complete?
- Is it fair to all people?

[4]The *Occupational Outlook Handbook* is published by the U.S. Department of Labor.

EXAMINING YOUR INTERESTS

Suggested Activity Time
35-40 minutes

MAJOR PURPOSES

Students should (a) develop an understanding of the ways they can examine their interests and relate them to occupations and other career activities and (b) realize that interests often change as people mature.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions and comments to guide the discussion.

The following questions may help the students define their interests.

- After the school day is over, what do you like to do?
- Do your hobbies take you indoors or outdoors?
- If you enjoy reading, what kinds of books or magazines do you read?
- If you were free to do whatever you wanted for one hour, what would you do?
- What would be your ideal weekend?
- What is your favorite school subject? Does it have to be the subject in which you obtain the best scores? Why, or why not?
- What movies do you like to watch? Television shows?
- What interests did you express in answering these questions?
- The students in the filmstrip took an interest survey. What do the results of such surveys show?

What are some of the ways you can use to find what your interests are in various areas of work? (Use the following questions as a guide.)

- What kinds of books and materials can help you learn about the world of work?
- How could movies, television shows, or filmstrips help?
- How could a firsthand experience help?
- What can you learn by observing others in actual working conditions?
- How could listening to others describe their experiences help? What factors would you have to keep in mind?
- How could you use the results of an interest survey for occupational exploration?

COMMENT: Some of the students may have already used some of these methods. Encourage them to describe their experiences to the class.

Why should you examine your interests when you plan a career? How can you relate your interests to your goals?

COMMENT: People tend to find the most satisfaction in work that relates closely to their interests and goals.

Are your interests the same as five years ago? Why should you consider your present interests as you think about possible occupations?

COMMENT: The activities that held your attention five years ago are perhaps not the ones that absorb you today. As you consider occupations likely to prove satisfying, be sure your reference is to **current** occupations, **current** interests.

In the filmstrip, Cliff may pursue his interest in music and entertainment in different ways. What options does he have?

COMMENT: Cliff may choose to make entertaining his full-time or part-time occupation. Encourage students to project the possible consequences of either option.

What are some of the students' interests in the filmstrip? How could these interests relate to an occupation?

COMMENT: Some of the interests included riding a motorcycle, driving a car, reading books, drafting, dancing, physical education, building, playing games, working on televisions and in a machine shop, and professional ball. Ask the students to relate these interests to occupations.

In the filmstrip, how did professional athletes and the counselor influence Jim's interests?

COMMENT: Jim was influenced by the glamour that professional athletes represent and the results of the interest survey. The counselor indicates through these results Jim's high interest in machine work and math.

In the filmstrip, how did Cliff's uncle, the counselor, and the professional musician influence Cliff's interests?

COMMENT: Cliff was influenced by his uncle's values (money and security) and the results of the interest survey. The counselor supports his desire to pursue his interest in music.

In the filmstrip, how did Terry's sister and her sister's friend influence Terry's interests?

COMMENT: Terry was influenced by her sister's beliefs and by listening to her sister's friend's work experience.

What occupations are women entering today that used to be held mostly by men?

COMMENT: Discussion should bring out such occupations as doctor, dentist, school principal, lawyer, judge, engineer, construction worker, etc.

What occupations are men entering today that used to be held mostly by women?

COMMENT: Discussion should bring out such occupations as nurse, secretary, elementary teacher, telephone operator, flight attendant, etc.

Are men and women entering occupations that used to be held by the opposite sex because their interests have changed? Why, or why not?

COMMENT: Discuss changes in society that influence changes in individuals.

How do your interests differ from those of the students in the filmstrip?

COMMENT: Let students discuss their interests.

What people or events have influenced your interests? How?

COMMENT: Have the students identify as many different people or events as possible — parents, friends, vacations, etc. Ask the students how they were influenced.

What occupations are related to your interests?

COMMENT: Ask the students to relate at least two occupations to each interest area. To avoid repetition, you may want to list the students' interest areas on the chalkboard and the corresponding occupations as the students identify them.

WORK ACTIVITIES

Suggested Activity Time
25-25 minutes
- Teacher will need chalkboard and chalk.

MAJOR PURPOSES

Students should (a) develop an understanding of the ten types of activities related to the work people do, (b) become aware of the influence that workers' preferences for certain types of activities have on workers' job performance and satisfaction, and (c) become aware of their own likes and dislikes and the way they can use their preferences to explore occupations.

DISCUSSION GUIDE

After the filmstrip presentation, write on the chalkboard the following titles of the ten types of work activities to aid the discussion.

1. Activities dealing with things and objects.
2. Activities involving business contact.
3. Activities of a routine, definite, organized nature.
4. Activities involving direct personal contact to help or instruct others.
5. Activities resulting in recognition or appreciation from others.
6. Activities involving the communication of ideas.
7. Activities of a scientific and technical nature.
8. Activities involving creative thinking.
9. Activities involving processes, methods, or machines.
10. Activities involving working on or producing things.

The responses to the following questions are likely to be subjective in nature since they deal with the students' preferences to the ten types of work activities. This is why there are no teacher's cues and suggestions following each question. It is important that the students feel free to express their opinions and feelings and respect those of others.

What personal experiences, in work or leisure, have you had with each of the types of activities?

What activities do you prefer?

Why do you prefer certain kinds of activities?

How can knowing what you like to do help you explore occupations?

WORK SITUATIONS

Suggested Activity Time
20-25 minutes
- Teacher will need chalkboard and chalk.

MAJOR PURPOSES

Students should (a) develop an understanding of the ten types of situations which put demands upon workers, (b) become aware of the influence workers' adaptation to these demands has on workers' job performance and satisfaction, and (c) become aware of the types of situations they prefer and want to avoid.

DISCUSSION GUIDE

After the filmstrip presentation, write on the chalkboard the following titles of the ten types of work situations to aid the discussion.

1. Performing duties which change frequently.
2. Performing routine tasks.
3. Planning and directing an entire activity.
4. Dealing with people.
5. Influencing people's opinions, attitudes, and judgments.
6. Working under pressure.
7. Making decisions using personal judgment.
8. Making decisions using standards that can be measured.
9. Interpreting and expressing feelings, ideas, or facts.
10. Working within precise limits or standards of accuracy.

The responses to the following questions are likely to be subjective in nature since they deal with the students' preferences to the ten types of work situations. This is why there are no teacher's cues and suggestions following each question. It is important that the students feel free to express their opinions and feelings, and respect those of others. There are no right or wrong answers.

What personal experiences, in work or leisure, have you had with each of the types of situations?

What situations do you prefer? Why?

What situations do you want to avoid? Why?

How can knowing what situations you prefer help you explore occupations?

CREDENTIALS AND COMPETENCIES; GET READY, GET SET, GO!

Suggested Activity Time
20-25 minutes

MAJOR PURPOSES

Students should develop an understanding of (a) competency as what a person **is able to do**, (b) credential as what a person **should be able to**, and (c) the ways competencies and credentials can be acquired and can affect obtaining and retaining a job.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions and comments to guide the discussion.

What kinds of credentials can a person acquire?

COMMENT: The filmstrip gave the following examples: birth certificate, passport, blue ribbon, credit card, diplomas, theatre tickets, etc.

How can credentials be acquired?

COMMENT: Taking a course, passing a test, winning a contest, paying a fee, etc.

What credentials may be required by law?

COMMENT: When the public safety is involved. Ask students to give specific examples.

Why would an employer be interested in your credentials?

COMMENT: To determine the best person available for the job.

Will credentials help you keep a job once you get it? Why, or why not?

COMMENT: Credentials show what a person should be able to do; competencies are what a person can do. Competencies, not credentials, help you keep a job.

Is school the only place where competencies can be developed? Why, or why not?

COMMENT: Each person has been acquiring certain competencies since birth. Therefore, competencies can be developed in many different places.

What skills can you refine in school?

COMMENT: This might include communicating with others, getting along with others, solving problems, and thinking critically, as well as acquiring skills specific to subject matter.

WHAT ARE APTITUDES?

Suggested Activity Time
25-30 minutes

MAJOR PURPOSES

Students should develop an understanding of (a) aptitude as the ease with which a person can learn a certain type of knowledge or skill and (b) the ways in which they can identify their own aptitudes.

DISCUSSION GUIDE

Although some people may have limitations on their ability to learn or develop skills of certain types, this filmstrip proposes that everyone can learn nearly everything, given enough time and help. Therefore, aptitude is an attempt to assess the relative ease or difficulty one might expect when learning new knowledge or skills. Aptitude is **not** a measure of what a person can or cannot do.

After the filmstrip presentation, use the following questions and comments to guide the discussion.

Explain the meanings of achievement, ability, and aptitude.

COMMENT: Help the students define these three words. **Achievement** is what you have done. **Ability** is what you can do. **Aptitude** is what you can learn to do. These words describe the **past, present,** and **future** of the same personal characteristic.

What kinds of aptitudes are needed for achievement in certain school subjects? What kinds of aptitudes are helpful in school activities such as clubs, sports, etc.?

COMMENT: Ask students to be specific in their responses.

What evidences of aptitudes can you identify in your achievements (past)? What evidences can you identify through your abilities (present)?

COMMENT: Students may need help in articulating what they can learn to do. Remind them that aptitudes are not confined to academic learning.

How can you use the concept of aptitudes when selecting school subjects? Selecting recreational activities? Do you think there is a relationship between what you like to do and what you can do well? Explain your answer.

COMMENT: Most people seem to like to do what they can do well. Students are often motivated to learn what they think they can complete successfully.

Could you have aptitudes of which you may be unaware? How might you learn about them? What school subjects or activities might help you identify your aptitudes in particular areas?

COMMENT: A person could have aptitudes related to fields in which they have no experience. For example, one might have aptitudes related to music, but be unaware of them because one has had little experience in music.

Learning about your aptitudes

Suggested Activity Time
35-40 minutes

- Teacher will need chalkboard and chalk.
- Students will need paper and pencils.

MAJOR PURPOSES

Students should (a) identify their own aptitudes by examining their achievements and present abilities and (b) become aware of the way they can use their aptitudes to explore occupations.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions and comments to guide the discussion.

Explain the advantages of using the Dictionary of Occupational Titles' **aptitude categories to estimate your aptitudes instead of such expressions as "musical aptitude" or "drawing aptitude."**

COMMENT: If you estimate your aptitudes in terms of the **Dictionary of Occupational Titles'** structure, you can relate your aptitudes to specific groups of occupations.

Suppose you have a high level in a certain aptitude. Does this mean you will be successful in occupations involving that aptitude? Explain your answer.

COMMENT: Aptitudes must be used to develop abilities if they are to contribute to job performance. There are many factors other than aptitudes (interests, motivation, opportunities, values) that affect job performance.

Suppose your estimate of a certain aptitude is lower than the significant aptitude level needed for an occupation. What should you do?

COMMENT: Interest and motivation may help the individual overcome difficulties in learning the required skills and knowledge.

STUDENT APTITUDE SELF-ESTIMATE ACTIVITY GUIDE

Use the following steps to conduct the activity. No judgment should be made about the worth of the different aptitudes. Ask the students to be honest with themselves and to respect the other students' responses.

a. Write on the chalkboard the following list of aptitude categories which were described in the filmstrip.

1—General	6—Clerical Perception
2—Verbal	7—Motor Coordination
3—Numerical	8—Finger Dexterity
4—Spatial	9—Manual Dexterity
5—Form Perception	10—Eye-Hand-Foot Coordination
	11—Color Discrimination

b. You may need to review the categories' definitions with the students.

c. Write on the chalkboard the 5 levels of aptitude.
   Level 1—**Extremely high** degree of aptitude (**Top ten percent** of the population)
   Level 2—**High degree** of aptitude or **above average** (**Highest third** of the population)
   Level 3—**Average degree** of aptitude (**Middle third** of the population)
   Level 4—**Below average** degree of aptitude (**Lowest third** of the population, excluding the bottom ten percent)
   Level 5—**Extremely low** degree of aptitude (**Bottom ten percent** of the population)

d. Ask the students to write the 11 aptitude categories on a sheet of paper. Remind them to use their past achievements and present abilities to evaluate their aptitudes. For example, a student's participation in a **debating contest** would indicate an **above average Verbal** (Level 2) and an **above average General Aptitude** (Level 2). Assist the students in their self-estimate and ask them to write their ratings (Level 1, Level 2, etc.) next to the evaluated aptitude.

WORKING CONDITIONS AND PHYSICAL DEMANDS

Suggested Activity Time
30-35 minutes

- Teacher will need chalkboard and chalk.
- Students will need paper and pencils.

MAJOR PURPOSES

Students should become aware of (a) the working conditions: what workers may see, hear, touch, taste, and smell in their physical surroundings, (b) the various physical demands occupations may set upon workers, (c) the effects that physical demands and working conditions have the workers' performance and satisfaction, and (d) the need to consider physical demands and working conditions when exploring and selecting occupations.

ACTIVITY GUIDE

After the filmstrip presentation, use the following steps to conduct the activity and its following discussion. The activity will help you reinforce students' awareness of physical demands and working conditions by reviewing those associated with the occupations described in the filmstrip.

a. Write the following working conditions and physical demands codes on the chalkboard. You may need to review the codes' descriptions with the students.

Working Conditions		Physical Demands	
I	Inside	S	Sedentary Work
O	Outside	L	Light Work
B	Both	M	Medium Work
2	Extremes of cold	H	Heavy Work
3	Extremes of heat	V	Very Heavy Work
4	Wet and Humid	2	Climbing and Balancing
5	Noise and Vibrations	3	Stooping, Kneeling
6	Hazards	5	Talking and/or Hearing
7	Fumes and Odors	6	Seeing

b. **Ask the students to write down on a piece of paper the code numbers and letters that best describe the working conditions and physical demands of the workers in the following occupations (the two columns on the right are the suggested answers):**

Occupations	Physical Demands	Working Conditions
Painter	M 4 6	B 7
Chemical Worker	L 4 5 6	I 6
Airline Pilot	L 4 5 6	I 5 6
Traffic Officer	M 4 5 6	B 6
Newspaper Reporter	L 5	B
Physical Therapist	L 4 5 6	I
Meat Dresser	M 3 4 6	B 4 6 7
Surveyor	L 2 4 5 6	B

c. **Ask the students to discuss their answers. The following questions are provided as a discussion guide. Remind the students to respect the opinions and feelings of others.**
- Do your responses agree with those of others in the class?
- Why might jobs in the same occupation have different working conditions?
- What are the working conditions in some of the occupations you are considering?
- What working conditions and physical demands are important to you?
- What working conditions and physical demands would you want to avoid?
- Would you choose an occupation for its physical demands and/or working conditions rather than for prestige or pay?

WORK EXPERIENCES

Suggested Activity Time
20-25 minutes

MAJOR PURPOSES

Students should (a) become aware of career activities as purposeful activities performed in many different settings for money, experience, enjoyment, or a combination of these reasons and (b) identify what career activities they would choose and the reasons for their choices.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions and comments to guide the discussion.

Ann, in the filmstrip, plans to work in a music store. Can you think of other job settings for music activities that Ann might find in the future? What other settings might she find in the school and community?

COMMENT: Ann might find other employment in music stores, teach privately or in public school, or play as a professional. She might become involved in school and community music organizations.

Andy, in the filmstrip, plans to take a typing course during his vacation. Do you think he is wasting his time trying to learn to type when he could be out earning money? How else could he learn to type?

COMMENT: The skills Andy is developing might increase his earnings later. He might take the class during the year or try to teach himself to type.

Diane, in the filmstrip, uses her interests in arts and crafts in her summer job. She also wants to find out if she would enjoy teaching. How else could she have found out if she liked teaching?

COMMENT: Diane could have taught in a religious institution, joined an arts and crafts club in school, etc.

What are some other school courses that might help students qualify for summer employment as Charles and Gloria took (cooking and mechanics)?

COMMENT: Nearly every school offers courses related closely to jobs that may be found in the summer. Courses such as home economics, industrial arts, music, business, and other vocational courses are examples.

Herb, in the filmstrip, works at the day care center and at the motel. Which one of these two jobs do you think is more important to him? Why?

COMMENT: Herb values the job at the day care center more because it gives him the opportunity to help people. The motel job provides him with the money he needs. This example shows how some people use one job to provide for their financial needs and another job to become involved in their preferred activities.

What purpose or benefit would you expect from a summer activity? What activities would you choose? For what reasons?

COMMENT: Ask students to discuss their own activity choices and reasons. Accept a variety of reasons which may include making money, having pleasure, learning new skills, gaining experience, exploring career activities, and helping people.

ECONOMIC INFLUENCES

Suggested Activity Time
25-30 minutes

MAJOR PURPOSES

Students should become aware of the economic factors that influence many of their career decisions.

DISCUSSION GUIDE

After the filmstrip presentation, use the following questions and comments to guide the discussion.

Would you prefer to live in the past rather than the present? Why, or why not?

COMMENT: The lower prices of the past should be viewed in light of the lower incomes people earned then. Today's complexity has also resulted in modern medicine and communications.

In the past, did individuals choose their lifestyles or did they have little control? Explain your answer.

COMMENT: People chose their lifestyles as we do today, but their options were often limited by a relative lack of mobility and the greater time they needed to meet survival needs.

Can you choose your lifestyle? Are you limited in any way? Explain your answer.

COMMENT: People today have many choices, but their income limits what they choose to do and buy.

In what ways do you think lifestyles in the future will differ from those of today?

COMMENT: Technological changes may bring about lifestyle changes not known today. Allow students to project what they would like the future to bring.

Which economic influences may be beyond your control as an individual? Which ones can you control by the decisions you make?

COMMENT: People have little control over cost and general conditions. To a certain degree, they can control what they earn and how they spend what they earn. Short-range planning such as budgeting and long-range planning are ways of exerting control over economic influences.

SOCIAL INFLUENCES

Suggested Activity Time
25-30 minutes

MAJOR PURPOSES

Students should become aware of the social factors that may influence their career decisions.

DISCUSSION GUIDE

1. **Prior** to the filmstrip presentation, use the following questions to discuss the social factors which may influence students' career decisions. You may wish to keep the discussion at a general level, since the discussion will become more specific after the students view the filmstrip. Urge students to respect the feelings and opinions of others.
   - **How could racial or ethnic background affect a person's career decisions?**
   - **How could parents' values affect a person's career decisions?**
   - **How does one's community make a difference in career decisions?**
2. **After** the filmstrip presentation, students should become more specific as they discuss what social factors influence their lives. Since the responses will be subjective in nature, there are no teacher's cues and suggestions following the discussion questions. An atmosphere of respect for the feelings and opinions of others is essential to the discussion's progress.
   - **Is your environment similar to that of any of the people pictured in the filmstrip? How?**
   - **Of the three environments described by the filmstrip, which is the least like yours?**
   - **How might this contrast make a difference in your career decisions if you lived there instead?**
   - **Which factors — society, family, friends — might have the greatest influence on your career decisions?**

sounds of work

Suggested Activity Time
25-30 minutes

- Teacher will need chalkboard and chalk.
- Students will need paper and pencils.

MAJOR PURPOSES

Students should become aware of the kind and amount of noise to which workers are exposed in different occupations.

ACTIVITY GUIDE

1. Write on the chalkboard the following titles of occupations. Ask students to read the titles and think about the sounds associated with each occupation. If students cannot name the occupation, they may name the setting.
   a. Commercial clothes presser
   b. Grocery clerk
   c. Carpenter
   d. Dentist
   e. Printer
   f. Jackhammer operator
   g. Playground director
   h. Truck driver
   i. Auctioneer
   j. Gravel plant operator
   k. Musician
   l. Airline pilot
   m. Typist
   n. Traffic officer
   o. Bookkeeper
2. Ask students to number a piece of paper from one to fifteen. Inform the students that the sounds associated with the occupational titles on the chalkboard are arranged in a different order on the cassette they are going to listen. Direct students to write the occupational titles corresponding to the sounds in the order they hear them on the cassette. For example, if a student thinks that the first sound corresponds to a musician's work setting, the student is to write: 1. musician
3. Play the "Sounds of Work" cassette. Allow the students enough time to write down their answers between sounds.

4. Play the cassette again and ask students to name the occupation associated with each sound. The correct answers are: (1) dentist, (2) bookkeeper, (3) grocery clerk, (4) gravel plant operator, (5) airline pilot, (6) jackhammer operator, (7) auctioneer, (8) musician, (9) commercial clothes presser, (10) traffic officer, (11) carpenter, (12) typist, (13) printer, (14) truck driver, (15) playground director.
5. Lead a class discussion on the importance of sound in work settings. Students' responses will vary, depending on individual preferences. Use the following questions as a guide.
   - **What noises would you like to work with? Why?**
   - **What noises would you not want to work with? Why?**
   - **Are your likes and dislikes the same as those of others in the class? Why, or why not?**
   - **What are the noises associated with your work setting — the school? Which noises do you like? Which do you dislike?**
   - **Would you accept or refuse a job on the basis of the sounds involved? Why, or why not?**

WHAT IS MY OCCUPATION?

Suggested Activity Time
25-30 minutes

- Teacher will need chalkboard and chalk.
- Students will need paper and pencils.

MAJOR PURPOSES

Students should become aware that (a) some occupations may have similar social and physical surroundings, (b) others may have similar work tasks, and (c) the particular combination of these and other factors is what makes occupations differ.

ACTIVITY GUIDE

In this activity, students will listen to fifteen different sketches on occupations. Each sketch contains clues to the identity of the occupation without revealing any specifics. These clues are very general at first and get more revealing toward the end of the sketch. The activity is designed as a game for students' enjoyment and incentive. Remind students that the spirit of competition should not prevent them from respecting others' feelings and opinions.

1. Ask students to write their name on a sheet of paper and number the paper from one to fifteen. Direct students to follow the directions given in the tape's introduction.
2. Play the tape. After students have heard the first series of clues, stop the cassette at the tone. Ask them to write down the title of the occupation they think is described by the clues next to the number "1" on their paper. Repeat the process for all fifteen sketches.
3. Direct students to exchange papers. Write on the chalkboard the following answer key: (1) cartoonist, (2) principal, (3) secretary, (4) bank teller, (5) archaeologist, (6) cook, (7) fire fighter, (8) actor, (9) farmer, (10) podiatrist (foot doctor or specialist), (11) cosmetologist (beautician or hair stylist), (12) flight attendant, (13) motion picture projectionist, (14) sewing machine operator, (15) wild animal trainer.
   Through a show of hands, find out how many students correctly guessed each occupation. Write each number of correct answers next to the corresponding occupation on the chalkboard. The occupation with the **lowest number** of correct answers is declared the "winning" occupation.

4. Ask students to check the paper in front of them with the answer key on the chalkboard. Direct them to tabulate the total number of correct answers. The student with the **highest number** of correct answers is declared the winner.
5. Discuss the game's results and the reasons for students' discrepant answers. Use the following questions and comments as a discussion guide.

- **What were some examples of social surroundings that were given as clues?**
  COMMENT: Work alone; part of a team; self-employed; laws and regulations to be followed.
- **What physical surroundings were used as clues?**
  COMMENT: indoors; outdoors; dirty; well-lighted; physical exertion.
- **In what ways are occupations similar?**
  COMMENT: Occupations may have some similar tasks and physical and social surroundings.
- **What makes occupations unique or one of a kind?**
  COMMENT: The **particular combination** of factors such as tasks, physical and social surroundings, interests, and abilities.
- **What clues in the occupation's description led you to identify the occupation you named? To what other occupations could these clues apply?**
  COMMENT: This part of the discussion is designed to help students pinpoint the clues that might have led them to name other, but similar, occupations. For example, students might have named the following occupations:
  (1) syndicated columnist, (2) janitor, (3) lifeguard, (4) fast food server, (5) historian, (6) carpenter, (7) physical laborer, (8) puppeteer, (9) construction laborer, (10) shoe salesperson, (11) dog groomer, (12) waiter/waitress, (13) radio announcer, (14) assembler, (15) dentist.